

**SOUTH DAKOTA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Pollock School District
Continuous Improvement Monitoring Process Report 2005-2006**

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Dates of On Site Visit: January 9, 2006

Date of Report: February 1, 2006

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Improvement	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
Out of Compliance	The district/agency consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision
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General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- News release
- Screening announcement
- Radio announcement
- File reviews

- Enrollment Data
- Annual application for IDEA funds
- OSEC procedure manual
- Student referrals
- District staff surveys
- Preschool screening list
- Student referral list
- Parent surveys
- Teacher/administrator surveys
- Data table I, age and placement alternatives
- File reviews
- Parent rights brochure
- Data by age and placement alternative
- District dropout rate,
- SAT 9 data
- Staff interviews
- Exit data table H
- Student file reviews
- Content standards
- Suspension and expulsion data
- Staff certification
- CSPD needs assessment data
- Contract staff licenses
- District supervision/evaluation policy

Meets requirements

Based on the data reported the steering committee reports child find activities, referral procedures meet requirements. All parental referrals go to evaluation, the teachers report adequate pre referral intervention. While the district has no private schools, there is a plan in place to meet the needs of any children with disabilities should there be a private school placement. The steering committee found that the district meets requirements for out of district placement. Staff attend all meetings for out of district children via conference calls and the comprehensive plan addresses all required areas. The steering committee finds the district meets requirements in improving results through performance goals and indicators. All students with disabilities are assessed with general education students, the Dakota STEP with modifications or an alternate assessment. The state data table was not accurate in this reporting. A STAARS assessment was done with the one 8th grade student in 2001-2002, the student did not take the Dakota STEP. Results of the SAT 9 and data collected through the assessment are used when determining student progress and goals. The steering committee finds the district meets requirements in the suspension and expulsion of students with disabilities. There have been no suspensions or expulsions of students with disabilities. Positive behavioral supports are in place for students with behavioral issues.

The steering committee reports staff is appropriately certified. The district regular education teachers and special education teachers complete a needs assessment. Test scores along with disabling conditions of students drive in-service needs.

Validation Results

Meets requirements

Through file reviews and teacher interview the monitoring team validates the steering committee findings for all areas identified under the general supervision.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- Child count data
- District budget
- Annual IDEA application for funds
- Parent surveys
- Age and placement data table I
- Student file reviews
- Suspension/expulsion data tables C

Meets requirements

The school district ensure eligible children with disabilities who may be suspended or expelled from school for more than 10 cumulative school days are provided FAPE.

Needs improvement

The steering committee finds the district needs improvement because goals and objectives and timelines for ESY were not determined at the IEP meeting. However, eligibility for ESY was always determined at the IEP meeting and dates and goals were filled in later when the calendar for ESY was made available.

Validation Results

Meets requirements

Through file review and interview, the monitoring team determined the district meets requirements under principle two, free appropriate public education. The district followed procedures in the process of suspension and expulsion for one student while working with juvenile court. The district meets requirements in the area of extended school year by documenting goals and dates of extended school year.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- District evaluation list
- Comprehensive plan
- Student file reviews
- Compliance monitoring report
- Interview
- District procedures
- Parent surveys
- Teacher surveys
- Cooperative forms
- Evaluation list
- Evaluation manuals
- Eligibility technical assistance guide
- Override procedures
- MDT report
- Table A general district information
- Prior notice/consent

Meets requirements

The steering committee reported the district meets requirements in the area of evaluation consent and written notice. Consent for evaluation was found in all files, parental input for evaluation was found in all files. Functional assessment is consistently part of the multi-faceted evaluation. All tests were appropriate and measurable and reports are completed to document results.

Needs improvement

The steering committee finds the district needs improvement on evaluation timelines. One evaluator did not complete the evaluation in the time frame. Adaptive behavior evaluations must be administered even though the evaluation team determines psychological evaluations will not be re-administered. Adaptive behavior evaluations were not completed on 2 students. The steering committee indicated the district needs improvement in this area as they are not consistent in the dates used to determine re-evaluation due dates.

Validation Results

Meets requirements

Through file review, interviews and observation the monitoring team agrees with the steering committee findings as meeting requirements under the provision of appropriate evaluation.

Needs improvement

Through interviews and file review, the monitoring team agrees with the steering committee findings as needing improvement in evaluation timelines, adaptive behaviors evaluation and the determination of reevaluation dates.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- OSEC procedure manual
- Parent rights brochure
- Prior notice form
- Surrogate parent technical assistance guide
- Prior notice/consent form
- Student file reviews
- Data table L, complaints and hearings

Meets requirements

The steering committee finds that the procedural safe guards meet requirements. All parents receive parental rights brochures and graduation requirements are documented for students as they near graduation dates. The steering committee finds the district meets the requirements for consent in all areas. Consent for services is signed on all IEP's and for ESY. The steering committee finds complaint procedures meet requirements even though the district has not had a complaint in the past 3 years. The steering committee finds that the due process procedures meet requirements. Due process procedures are specified in the district comprehensive plan so there is a procedure in place should the Pollock District ever go to a due process hearing.

Needs improvement

The district needs to establish a list of surrogate parents and provide training. The steering committee finds that confidentiality and access to records meets requirements.

Validation Results

Meets requirements

Through file review the monitoring team agrees with the steering committee findings as meeting requirements under the provision of procedural safeguards. The district has recently established a list of surrogate parents and provided training.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- Teacher surveys
- Parent surveys
- Student file reviews
- Early Intervention (Part C) Exit Information
- Hearings
- Monitoring
- OSEC procedure manual

- Prior notice form
- Parent right brochure
- IEP form
- Child count

Meets requirements

The steering committee finds written notices for IEP meetings meet the requirements. All parents are notified of meetings and are given a copy of parental rights. The steering committee finds the IEP team membership meets requirements. Regular education teachers, administrators, and transition aged students attend IEP's. Teachers are provided with a copy of goal pages and modifications for students who are on an IEP. Present levels of performance, appropriate measurable annual goals, modifications, participation in statewide assessments, related services, transfer of rights, and graduation requirements meet requirements.

The steering committee concluded the district meets requirements for all areas of transition. Transition is documented and students are involved in transition activities. All IEP components meet requirements.

Needs improvement

The steering committee determined the district needs improvement documenting condition in short term objectives and the documentation of dates for ESY.

Validation Results

Meets requirements

The monitoring team agrees with the steering committee in regards to all areas of the IEP with the exception of annual goals and transition included in the present levels of performance.

Out of compliance

ARSD 24:05:27:01.03 Content of individualized education program

(2) A statement of measurable annual goals, including academic and functional goals, designed to:

(a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and

(b) Meet each of the student's other educational needs that result from the student's disability;

Through file review the monitoring team concluded the district does not adequately address annual goals. In three of seven files reviewed, the district's goals were not observable and measurable. Goals such as "student will improve content areas reading and comprehension", "When presented with Level 3 math lessons", "the student will increase overall memory to improve academic functioning" and "student will demonstrate improved ability to modulate in areas of auditory defensiveness and vestibular control" are not measurable and observable.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- Parent surveys
- Student file reviews
- Data table F placement alternatives

Meets requirements

The steering committee feels that the LRE for both preschool and regular education students meet requirements as the students are educated with children without disabilities.

Validation Results

Meets Requirement

Through file reviews and teacher interviews the monitoring team concurs with the steering committee findings under the provision least restrictive environment. Teachers are aware of student modifications and take an active part in developing individualized education programs.